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Resolution for necessary funds to recruit and support at least 100 black students

Denison University

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DENISON UNIVERSITY

Interdepartmental Correspondence

From: Executive-Planning Sub-committee Date: May 6, 1968
on the Black Student at Denison

To: All signers of the March 21st Subject: Faculty Resolution
Letter on Negro Students

Also: Curriculum Committee, Admissions Committee,
Executive Committee, Planning Committee.

We intend to place the following resolution before the faculty in the May 13th meeting. The attached paper is a summary of our reasons for the resolution. .

RESOLUTION

1. We urge the Board of Trustees of Denison University to commit the necessary funds to recruit and support, both academically and socially, at least 100 black students by 1969-70.

2. We urge the immediate appointment of a program director to work closely with the administration in developing the specific programs necessary to the achievement of these goals. This individual might be a faculty member with released teaching time for this purpose. He would also serve as a liason with students and fellow faculty in the implementation and evaluation of these programs.

As a member of the faculty who has indicated his concern for this matter, we are seeking your support of this resolution. We hope that you will be able to attend a meeting at 4:00 this afternoon (Monday) in the faculty lounge to discuss the resolution and the supporting paper. Any revisions agreed upon at tomorrow's meeting will be incorporated into the final draft which will go to the faculty as quickly as possible.

John P. Morris, Co-Chairman, Executive
George Gilbert, Co-Chairman, Planning
Morton Schagrin
William Nichols
Charles Dee
Henry Durand

To: The faculty

From: Joint Executive-Planning Sub-committee on the Black Student at Denison

This proposal is in direct response to the growing concern of faculty and students that Denison University has not adequately responded to the major social challenge of our generation, the integration of minority groups into white society. Denison is in fact, if not in spirit or philosophy, a segregated campus. The central recommendation of this proposal is that the faculty and students of Denison present a joint resolution to the Board of Trustees calling for funds to recruit and support, both academically and socially, at least 100 black students by the academic year 1969-70 as a start toward complete integration of the campus.

In the following paragraphs, we have attempted to anticipate the benefits of integration to the Denison campus, as well as foresee some of the possible problems and financial costs. We fully realize that a recommendation as important to the institution in terms of program priorities, faculty and administration time, and available funds, deserves the most careful study and the most general debate. However, we also realize that we are currently far behind institutions like Oberlin, Antioch, Carleton, and Knox; and those institutions themselves are far from meeting fully the urgent demands of the minorities for social justice and equal educational opportunity. If we do not act soon, Denison may well be left far behind in such tangible ways as in competition for faculty, ~~and~~ intellectually aware students, and federal funds.

I. Reasons for Integrating Denison

A. Social Responsibility. It has become increasingly clear that the educational institution cannot remain detached from the urgent purpose of securing social justice for all citizens of this country. We feel that Denison must assume its share of the general responsibility by providing an educational opportunity for as many members of minority groups as is financially feasible.

Denison Community.

B. Benefits to the ~~White Community~~. We believe that no man is truly educated until he achieves a critical understanding of cultural, artistic, and social values other than his own. He must achieve, through active confrontation with others of different persuasions, a tolerance based on genuine appreciation and respect, rather than a tolerance which is but a condescending accession to principle. The black students now at Denison have contributed greatly to cultural and intellectual diversity on campus. The addition of more black students, together with the admission of more foreign students, other minority group members, and white students of diverse backgrounds and experience, will add greatly to the opportunities for intellectual confrontation and challenge. Together with a more active recruitment policy and a broader spectrum of admissions, we should seek to foster exchange programs with other universities which might enable us to achieve greater diversity.

II. The Problems

A. Recruitment. Certain student groups actively co-operated with the admissions office during Spring vacation to recruit black students from urban high schools. Through their efforts, the names of more than 300 potential applicants were compiled. Of these, probably a small percentage will actually apply, an even smaller percentage qualify for admission, and most of this highly select group will elect other colleges. Therefore, faculty and students must work closely with the admissions office in expanding Negro recruitment efforts; and the college must stand ready to finance the increased effort.

Just as it is necessary for Denison to encourage as much diversity in student background as possible, it is equally necessary that the Negro recruitment program be constituted in such a way as to insure the greatest possible diversity within the Negro group itself. While we should continue to actively recruit the "upper" and "middle" class Negro, we must also recruit the ghetto Negro.

B. Social Structure. While the de facto segregation of the fraternities and sororities must continue to be challenged, it is not necessary to change the system before admitting more black students. With the expansion of the student body, the growing strength of the independents, and greatly expanded all-campus social programs, the fraternities and sororities will be forced to meet the challenge of meaningful alternatives.

In order to create an atmosphere favorable to the black student, as well as to the independent, Denison must provide more on-campus space (like the new coffee-house) for social activities, and greatly expand its visiting artist and lecture series. New programs, some of them expensive, will be required. The social board of DCGA is presently studying this problem, and will soon make specific proposals.

C. Academic. In general, the anticipated problems in the academic area may be grouped as those involving university standards for admission, evaluation, and graduation; curriculum problems; and the provision of special ancillary academic services such as tutoring, counseling, transitional year, Upward Bound, pre-session, and the like.

1. Institutional standards. It has been the experience of other colleges that low SAT scores do not accurately predict scholastic failure for black students when the institution is able to provide compensatory programs to help the student overcome scholastic difficulty. Oberlin, for example has admitted numbers of Negroes with total SAT scores in the 800-900 range with good success. Oberlin also claims that it has not been necessary to apply a double standard within the classroom; if it compromises at all, it is by relaxing its expulsion policy for low grade point. Further, the attrition rate for black students at Oberlin (for all reasons) has been lower than the over-all attrition rate at that college.

2. Curriculum. There is an increasing need for courses which seem more relevant to the student's interests and experience. The faculty has already shown itself flexible enough to meet a part of this need.

By the approval of the black culture course to be taught next fall. However, we can reasonably anticipate more such requests

with greater numbers of black students.

3. Special Services. In order to insure that a relatively poorly prepared student has the opportunity to catch up, the college must be prepared to provide a tutorial program during the regular academic year. This can be accomplished by paying students/tutors. In addition, Denison must be willing to consider the initiation, either with or without the help of outside funding, of summer programs (pre-sessions), fifth year programs, or transitional year programs.

III. Financial Costs

It is obvious that the [dollar] cost to the University of the program here proposed will be high. It has not been possible to do a detailed cost study, but we might expect the total to be about \$400,000 per year as follows:

Scholarships	\$300,000
Recruitment	5,000
Social Program	10,000
Special Programs	
Tutoring	15,000
Pre-session (?)	50,000
Counseling (absorbed by faculty)	
Administration	15,000

It seems likely that initially much of the cost of this program would have to be derived from the college general fund. However, we may reasonably expect that federal and other grant funds will support a sizeable portion of the cost of the program once it is established. Because the financial burden will be heavy, this program must be balanced carefully against other priorities such as building programs, special academic programs, faculty salary increases, and the like. We believe, however, that integration of the campus should be allotted very high priority in relation to these other interests.

IV. Immediate Goals

In light of the foregoing, we offer the following resolutions:

RESOLUTION

A. We urge the Board of Trustees of Denison University to commit the necessary funds to recruit and support, both academically at least and socially, 100 black students by 1969-70.

B. We urge the immediate appointment of a program director to work closely with the administration in developing the specific programs necessary to the achievement of these goals. This individual might be a faculty member with released teaching time for this purpose. We would also serve as a liason with students and fellow faculty in the implementation of these programs.